



TEXAS
JUVENILE★JUSTICE
DEPARTMENT

TRANSFORMING YOUNG LIVES AND CREATING SAFER COMMUNITIES

Practical Evaluation Is For Everyone

Lory Alexander

Where's LeBron James?



Player Evaluation

Known correlation
between fatigue &
injuries.

Data
indicates
player
fatigued.



Decision to
rest player
during a
game.

Source: The NBA's Adam Silver: How analytics is transforming basketball.

Everyday Evaluation

Basketball

vs.

Juvenile Justice

- ✓ Daily – games
- ✓ Weekly – series
- ✓ Monthly - record
- ✓ Quarterly - playoffs
- ✓ Yearly - pre/post season

- ✓ Daily – session
- ✓ Weekly – enrollment
- ✓ Monthly - attendance
- ✓ Quarterly - changes
- ✓ Yearly - pre/post program

Today

- Why evaluate
- Evaluation is do-able
- Practical questions
- Use logic model
- Tips and tools

What is Program Evaluation

- Is systematic
- Does collect, analyze, utilize information
- Attempts to determine the merit, worth, value of a program
- Answers question: What difference does this program make in the lives and well-being of our youth?

Source: Engle, M. (2017, July 20). What exactly is program evaluation?

Why Evaluate

- Texas Human Resources Code
- Primary output is positive youth development
- Others want to know
- You want to know
- Ultimately for youth
- Reduce uncertainty

Evaluation is Do-able

OK

Not big enough

Functional



Face yukky

Favorite color

Leave it

Source: Wadsworth, Y. (2016). Everyday evaluation on the run (Third Edition).

Evaluation Question

See ...

Youth have this need
We planned to serve X
This is what happened
This is what data shows
Youth are doing this
Youth are attending
Sessions are good

But!

need not addressed
we are serving Y
this is what planned
this is what expected
youth are doing that
youth are not engaged
they could be better

Practical Questions

- What programs are needed?
- Are there enough youth for a program?
- Are we serving the right youth?
- Are youth getting the right dosage?
- Are we doing what said we would do?
- Are youth successful?
- Do we need to make changes?

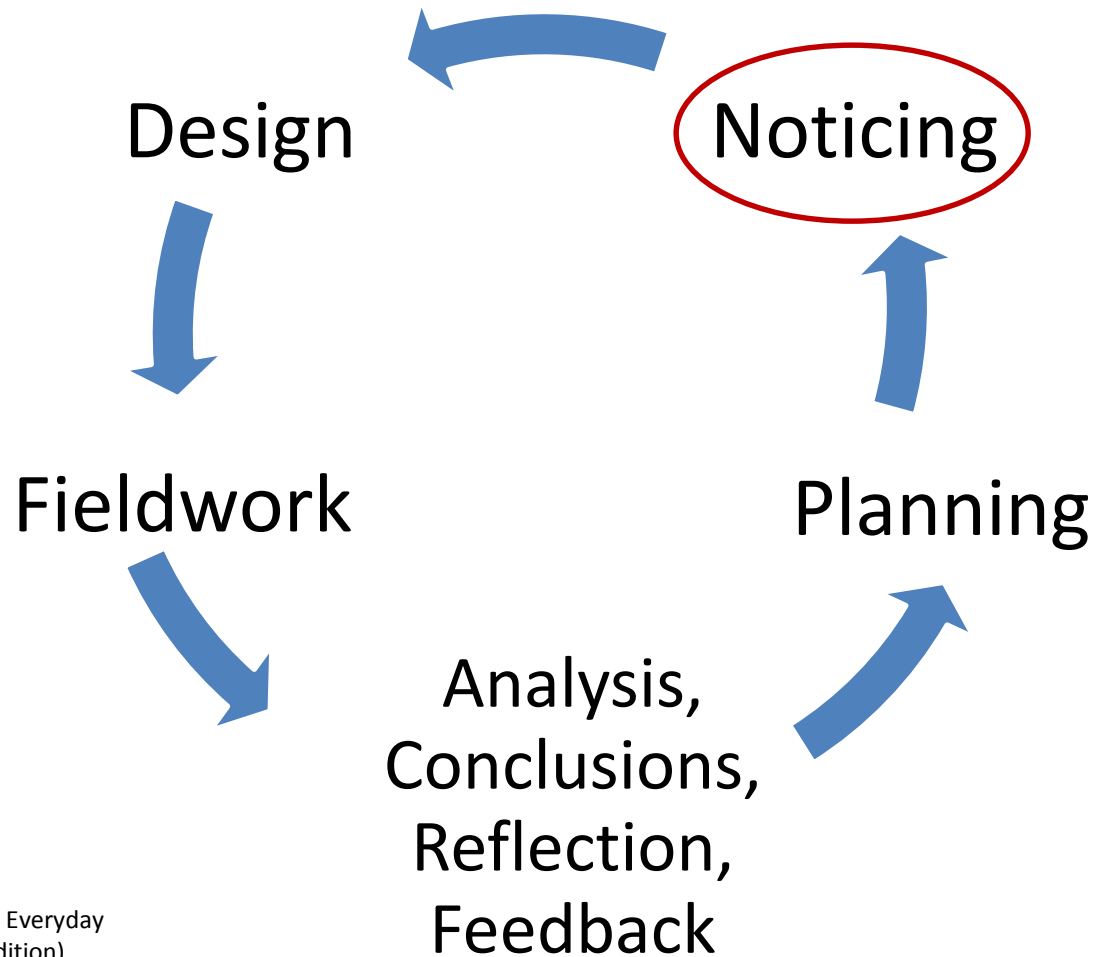
Practical Questions

- ✓ We can answer/measure
- ✓ Will show progress
- ✓ Ask why for improvement
- ✓ Can be reported to others

Culture of Evaluation

- Routinely question/check feelings
- Get staff buy-in
- Have everyone evaluating something
- Share management of the program
- Set aside designated times
- Make time valuable
- Make part of work plan

Evaluative Research Cycle



Source: Wadsworth, Y. (2016). Everyday evaluation on the run (Third Edition).

Logic Model Template

Problem Statement: Issue to be addressed.

Goal: Plan to achieve.

Target

Population:

Who in program.

Resources:

What is required.

Activities:

Planned tasks.

Outputs:

Measure of
activities.

Outcomes:

Measure of goal
achievement.

Date Created/Modified:

ART: Problem Statement

- Youth on probation supervision have a **violent re-offense rate of 30%**
- Demonstrating a **need for a cognitive behavioral intervention program**
- Addressing **youth who experience difficulties with interpersonal relationships and pro-social attitudes.**

Problem Statement: Youth on probation supervision have a violent re-offense rate of 30% demonstrating a need for a cognitive behavioral intervention program that addresses youth who experience difficulties with interpersonal relationships and prosocial behavior

Goal: To reduce recidivism by modifying the anti-social behavior of chronically aggressive youth through skill streaming, anger control and moral reasoning training

Target Population:

- **Ages 12-17**
- **Youth on probation**
- **Identified as chronically aggressive through relevant assessments**
- **Identified as accepting of anti-social behavior through relevant assessments**

Resources:

- ART-trained group facilitators
- Assessment personnel (e.g. trained probation officers or case managers)
- Program materials
- Space for groups of 8-12 youth to meet
- Evaluation checklist
- Budget

Activities:

- 30 one-hour program sessions delivered 3 times per week over 10 weeks (1 hr. per component)
- 10 one-hour sessions, delivered 1 time per week over 10 weeks on Structured Learning Training:
 - Modeling
 - Role playing
 - Performance feedback
 - Transfer training
- 10 one-hour sessions, delivered 1 time per week over 10 weeks on Anger Control Training:
 - Identifying triggers/cues
 - Using reminders/reducers
 - Self-evaluation
- 10 one-hour sessions, delivered 1 time per week over 10 weeks on Moral Reasoning:
 - Moral dilemma exposure

Outputs:

- Participants will attend at least # of the 30 program sessions
- # of Structured Learning Trainings given and attendance rate
- # of Anger Control Trainings given and attendance rate
- # of Moral Reasoning sessions given and attendance rate

Outcomes:

- At least XX% of participants will abstain from recidivating within 18 months of the date of program completion
- At least XX% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS)
- At least XX% of participants will have significant improvements on parent-reported scores on the Child and Adolescent Disruptive Behavior Inventory 2.3 (CADBI)
- At least XX% of participants will report significant improvement on the HIT instrument

Date Created/Modified:

Evaluation Design

What

→ Program

How

- 1) How is it going? → Process evaluation
- 2) How is it working? → Outcome evaluation
- 3) How do I know on a continuous basis? → Ongoing program check-ins

Whom

→ Internal vs. external

Internal vs. External

Insiders

- + Implicit knowledge
- + Understanding
- + Practice wisdom
- + Informal evaluation
- ? Objective
- ? Consider new ideas
- Time

Outsiders

- + Method knowledge
- + Past experiences
- + New ?s, ideas
- + Skilled facilitator
- ? Off the mark
- ? Recommendations
- Can't do all the work

Source: Wadsworth, Y. (2016). Everyday evaluation on the run (Third Edition).

Evaluation Matrix

ART Activities

30 sessions 3X per week over 10 weeks

3 components, each 1X per week

Element	Question	Data Source	Tools	Timing	Analysis	Reporting	Check-In
Dose received	To what extent did youth attend sessions for the three components ?	ART facilitator; Department staff	Attendance checklist; Observation with checklist	ART facilitators report weekly; Two observations per facilitator	Calculate score based on % of sessions provided	Summarized by component type	Reviewed every two weeks by department staff

Who Will Do What?

- Who is going to develop the tools?
- Where do data go after collected?
- Who enters data?
- What is the protocol for data entry?
- Who analyzes the data?
- How long will analysis take?
- Who will generate the summary reports?
- When will summary reports be generated?
- Who receives summary reports?
- When are the reports needed?

Evidence Tips

- Use data already collected
- Use existing interactions to collect data
- Invest time upfront in tools
- Schedule check-ins (data meetings)

Check-Ins

When

Daily

Weekly

Monthly

Quarterly

Yearly

What (examples)

Engagement

Enrollment

Attendance

Program changes

Pre-post program

Process Sandwich

- Discrepancies/concerns
 - In → eligibility
 - Out → program completion
 - What → services provided
- Potential impact on outcomes

Eligibility (In) Questions

- LM: 12-17, probation, chronically aggressive, identified as accepting of antisocial behavior
- Ask:
 - How many youth entered?
 - Do all meet the eligibility criteria?
 - Are the youth meeting criteria but not served?
 - Are there youth who return to the program?

Enrollment Data

Target: 10 youth

	Youth	Enrolled	Age 12-17	Probation	Chronic Aggressive	Antisocial Behavior	Met Criteria	Needs Review
1	Aladdin	8/1/17	x	x	x	x	Yes	
2	Donald	8/1/17	x	x	x	x	Yes	
3	Goofy	8/1/17	x	x	x	x	Yes	
4	Grumpy	8/1/17	x	x	x	x	Yes	
5	Road Runner	8/1/17	x	x	x	x	Yes	
6	Happy	8/1/17	x	x			No	x
7	Scrooge Duck		x	x	x	x	Yes	x
	Total	6	7	7	6	6	6	2

Emergent Learning

- Question:

What % enrolled met eligibility criteria?

- Ask:

Past

What does the data say?

Why?

Future

So what?

Now what?

Source: Mentor: The National Mentoring Partnership. (2017). A fresh look at logic models.
Fourth Quadrant Partners, LLC & Signet Research & Consulting, LLC. (2017). Emergent learning.

Service Questions

- LM: 3 components, 10 sessions each
- Ask:
 - Are services being provided as planned?
 - Are staff adequately trained?
 - Is all content covered?
 - Are youth attending enough sessions?
 - Are youth engaged?

Service Data

Class Name	Behavioral Skills Class				
List of Students	8/1/2017	8/8/2017	8/15/2017	8/22/2017	8/29/2017
Aladdin	Attended	Attended	Attended	Class Cancelled (unapproved)	Class Cancelled (approved)
Duck, Donald	Unexcused Absence	Attended	Excused Absence	Class Cancelled (unapproved)	Class Cancelled (approved)
Runner, Road	Attended	Attended	Attended	Class Cancelled (unapproved)	Class Cancelled (approved)

- Classes held $\frac{3}{5} * 100 = 60\%$
- Donald Duck $\frac{1}{3} * 100 = 33\%$

Completion (Out) Questions

- 2 criteria for successful completion
 - Attendance (18 of 30 sessions)
 - Skill demonstration (Role play)
- Ask:
 - Time in program?
 - What % successfully completed?
 - Did youth complete some but not all criteria?
 - Do outcomes vary with above?

Completion Data

	Youth	Enrolled	Program End	Time in Program	Attendance	Skill Demo	Overall
1	Aladdin	8/1/2017	10/10/2017	11 wks	x		
2	Donald	8/1/2017	10/10/2017	11 wks			
3	Goofy	8/1/2017	10/10/2017	11 wks	x	x	x
4	Grumpy	8/1/2017	10/10/2017	11 wks		x	
5	Road Runner	8/1/2017	10/10/2017	11 wks	x	x	x
6	Happy	8/1/2017	10/10/2017	11 wks	x	x	x
	Total	6	6		4	4	3

Fieldwork Tips

- Write it down!
- Records
 - Useful
 - Serve many purposes
 - Systematic
 - Comprehensive

Timeline Tips

- 1/4 Planning
- 1/4 Fieldwork – observing, discussions, collecting data, thinking about it
- 1/4 Analyzing, writing up
- 1/4 Feedback, sharing, new actions

Source: Wadsworth, Y. (2011). Do it yourself social research (Third Edition).

Evaluation Tips

- Be organized
- Focus on logic model
- Post timeline
- Keep files
- Keep manageable

Source: Wadsworth, Y. (2011). Do it yourself social research (Third Edition).

Good Evaluation?

- ✓ Stayed in touch with situation
- ✓ Did justice to everyone's view & ideas
- ✓ You learned things
- ✓ Useful where to go next
- ✓ Time to go full cycle

Source: Wadsworth, Y. (2016). Everyday evaluation on the run (Third Edition).

Who Needs LeBron James?



References

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